

# CAMPUS

MY AIU MAGAZINE *mundi*

#01

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**AIU News · Graduate's testimonial · Andragogy's six assumptions  
· Nine types of intelligence · Distance learning: Why do it? ·  
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## Campus Mundi

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NOT TOUCH



## Student's conference at Nexus EQ

October 15, 2013. Congratulations to our student **Carlos Roberto Rossi**, founder of the **Observational Numeric Board (TNO)**, President of **Realmind Human Resources Consultancy** in Ecuador and dual Doctorate program enrollee with AIU, for his recent conference presented at **Harvard University of Nexus EQ**.

He has developed an innovative kit for certification as an **Expert in TNO** which includes: Board, Numeric table; user's manual, example guide, Scientific Manual, Training Manual, CD with archives and certification documents; DVD of certification training videos. A certified **Expert in TNO**, will receive an identifying credential on behalf of **Realmind**, which must be presented in any event where the TNO is applied. Blog: [certificadosentno.blogspot.com](http://certificadosentno.blogspot.com)

## Student of AIU has his works published

November 4, 2013. Congratulations to **Mukasa Aziz Hawards** for the two articles he has developed during his studies with AIU, which have been published in two different sites.

His works are the following: **Fundamentals in Nutrition Health** ([www.buch.ch](http://www.buch.ch)); and **Environmental Impact Assessment; An approach to Public Health Management** ([www.grin.com](http://www.grin.com)).

**Mukasa** is currently enrolled in a Bachelors program in Public Health in Atlantic International University.

## Naming of Parliamentary Minister by the World Parliament of Education

September 22, 2013. It is a pleasure for us to share a great achievement of our beloved institution AIU. Recently, during **Dr. Jose Mercado's** visit to Lima, Peru, he received a very important and significant award. On that occasion, the **XIV Latin-American Summit** hosted by the World Parliament of Education and the Latin-American Council for Quality Education was celebrated in the Auditorium of the National Assembly of Rectors of Peru ANR and was attended by educators in many countries of Latin-America. **Dr. Jose Mercado** received, on behalf of AIU, the nomination of **Parliamentary Minister for the Quality Education** by the World Parliament of Education.

The event was attended by prestigious institutions, such as: National

Assembly of Rectors of Peru, Rectors Association of Argentina, The Latin American Organization Administration of the Dominican Republic, WFUCA -UNESCO, Organization of the American States, Latin American Organization Administration

This recognition reflects the enormous effort that each of the members of AIU do every day. These achievements belong to all the Educational Family of AIU in the world: Students, Academic Advisors, Counselors, Staff Members, Members of the Academic Council, and Representatives and Tutors of AIU in the world. All of them have definitely contributed to the growth of AIU and its commitment to quality education in the world. Congratulations to all of you.

## Graduate of AIU has thesis published

August 25, 2013. AIU wants to congratulate **Bernice Anowa Welbeck** for her recent success. She wrote her thesis on: "**The Complexity of Modern Management: Opportunities and Challenges**". It reviews past management practices, analyzes current management practices and suggests ways to improve upon management practices, and recognizes the dynamism of management. Her thesis has been published through two publishing sites; [lulu.com](http://lulu.com) and [scholarius.com](http://scholarius.com). **Bernice** has also been appointed the Ag. Executive Secretary (CEO) of the National Labour Commission of the Republic of Ghana and has since presented two important papers at two fora –**A Policy Workshop on the Implementation of a new pay policy in Ghana called the Single Spine Pay Policy (SSPP)** and a **National Presidential Forum** of all the stakeholders in labour relations. Her paper was on **Managing Industrial Disputes: Current Status and the Way Forward**. **Bernice** completed a Doctorate program in Business Administration at AIU. We are very proud of you **Bernice**.

## Graduate of AIU has published a Book

October 27, 2013. Congratulations to one of our graduates, **Gerardo Augusto Roa Ogando** for writing the book "Linguística Cosmológica: Una introducción a los estudios complejos del lenguaje".

The object of study of cosmological linguistics is constituted by the universe or cosmos, understood as a discourse, which can be studied in the form of text or sequence of them. In twelve chapters, **Gerardo** offers, also, the ideological foundations necessary to facilitate the learning of reading and academic writing, from the university classroom, conceiving a commitment to even pretend to be assumed as an institutional problem.

The release of his book will soon be announced but in the meantime you can acquire advance copies in the **Library of Hermanos Solanos** in the Dominican Republic.

Currently he is a Spanish Language and Linguistics professor both in the undergraduate and graduate School of Arts in the Universidad Autónoma de Santo Domingo, UASD. In addition, he is the author of twelve unpublished essays of the Spanish language and its teaching, a sociolinguistic study, a novel and three research thesis.

**Gerardo** completed a Doctorate program in Hispanic Linguistics at AIU. We are very proud of his achievements, and we hope that he continues with this success.

## Words from Gail C. Evans Seed

DBA in International Business. August 12, 2013

Because of constraints such as teaching/learning time, content, age of students, and size of classes, pedagogic teaching is a “forced learning” that permits mass education to standardized norms. It does not address special needs, intuitive learning, or creativity. It removes the designer from the creative process, and it does not fuel inventiveness. Thus traditional pedagogic learning does not promote going beyond existing realms of knowledge. To exceed existing knowledge basis, learning must evolve to andragogy and self-directed education. Self-education was the basis of great inventors, who exceeded the constraints and dared to hypothesize new theories. AIU promotes an andragogic environment that is accepting of difference and rewards self-motivation, independent and creative thinking. Throughout my four years of study, AIU supported my academic endeavours through flexibility of timelines to account for my professional and personal responsibilities including full-time employment and raising a family.

While most students pursue higher learning for employment and financial gain, I was motivated by the goal

of self-actualization –to be the best that I can be. AIU provided a learning environment that recognizes diverse reasons for higher education, and lifelong learning. My experience with AIU has confirmed the adage, “When we are learning we create history. When we stop learning, we become history.”

My recommendation for new students is not to take lightly the assignments of Phase I, particularly the Fundamentals of Knowledge (Integration Chart of the Guarantee of an Academic Degree) and the Philosophy of Education. These two assignments are student’s foundations for the approach to andragogic learning and in truth, define the student’s personality and strengths as well as the ultimate goals of study.

I would also recommend that as studies progress through the phases, it is important to refer back to these original assignments to understand personal growth as a result of the AIU experience and how the original goals, educational track, dominant departments, emphasis and specialties have evolved.

In Phase I of my studies with AIU, I identified several objectives including growth in personal and social education, methodology and goal

instrumental education, scientific education, management and economics. On completion of my studies, I have a better understanding of the significance of culture and heritage of different peoples, barriers to indigenous self-development including low literacy, poverty and isolation, gender based violence and lack of personal security, and exclusion from the world of e-technologies and globalization. I learned about the indomitable nature and resilience of people. I broadened my understanding of adult teaching techniques, the importance of informal training methods and use of pictograms in regions of low literacy. In management and economics, I learned about differences in the requirements for urban vs. rural development. I also learned the mechanics and evolution of working business plans, application for international development programmes, protection of intellectual property, and the passion of the entrepreneurial spirit. I expanded my knowledge on international packaging and labelling regulations, advertising, and health claims. I increased my knowledge on the social and economic impacts of consumption market exchange of non-traditional agricultural exports vs. production-driven domestic markets. In science, I learned about pluralism of medicinal practices in third- and fourth-world regions. I

advanced my knowledge in food and agricultural sciences beyond a North American industrial perspective to understand the cultural significance of holistic healing, naturopathy and traditional medicinal plants. I developed the tools for a sustainable co-operative of traditional medicines including a database of traditional medicinal plants, associated standard operating practices and good manufacturing practices, monographs on safety, posology. I also increased my knowledge on the impact of variables in agricultural practices and commercial viability. Finally I discovered that my new knowledge and the resulting dissertation are transferable from the region of the original study to other regions in other countries with similar climates, geography, and histories.

In conclusion, my experience with AIU has validated my belief of the relationship of man within a community and his environment, “No man is an island, entire of itself. Every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less as well as if a promontory were, as well as if a manor of thy friends or of thine own were. Any man’s death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls. It tolls for thee.” (John Donne, 17th Century)

LEARNING

# Andragogy

Have you heard about this humanistic conception of self-directed and autonomous learners, and teachers as facilitators of learning? That's what we do at AIU.

Just as there is no one theory that explains how humans learn, no single theory of adult learning has emerged to unify the field. The best known theory of adult learning is Knowles' andragogy. As a teacher, writer, and leader in the field of adult education, Knowles was an innovator, responding to the needs of the field as he perceived them and, as such, he was a key figure in the growth and practice of adult education throughout the Western world. However, as many critics have noted, both his theory and practice embodied his own value system. It is, as Knowles noted, a set of assumptions providing one piece of the adult learning puzzle. Therefore, despite their limitations, Knowles' ideas still provides a practical instructional guide for all ages, especially adults.

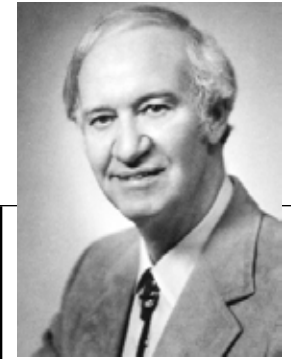
Andragogy is a concept popularized by Malcolm Knowles in his 1970 book, **The Modern Practice of Adult Education: From Pedagogy to Andragogy**. Knowles' theory of andragogy was an attempt to create a theory to differentiate learning in childhood from learning in adulthood. The term itself was not new. European adult educators had been using it

consistently to refer to both the practical aspects of adult teaching and learning and to the academic study of adult education.

In his book, Knowles contrasts andragogy as "the art and science of helping adults learn" with pedagogy, the art and science of helping children learn. The second edition of his book, however, marked a rethinking in Knowles original conception of andragogy as characterizing only adult learners –as indicated in the change in subtitles "from Andragogy Versus Pedagogy" to "From Pedagogy to Andragogy". His most recent conclusion was that the use of andragogical and pedagogical principles is to be determined by the situation and not by the age of the learner.

Andragogy is essentially a "model of assumptions" (Knowles, 1980, p. 43) about the characteristics of adult learners that are different from the traditional pedagogical assumptions about child learners rather than an actual theory of adult learning. Based on humanistic psychology, Knowles' concept of andragogy presents the individual learner as one who is autonomous, free, and growth-oriented.

The two dimensions of andragogy as elaborated by Knowles are its assumptions about the characteristics of adult learners and the process elements of adult education that stem from these characteristics. He initially related four basic assumptions and added a fifth and sixth in later publications.



**Malcolm S. Knowles**

[1913 – 1997] was the central figure in US adult education in the second half of the twentieth century. In the 1950s he was the Executive Director of the Adult Education Association of the USA. He wrote the first major accounts of informal adult education and the history of adult education in the United States. Furthermore, Malcolm Knowles' attempts to develop a distinctive conceptual basis for adult education and learning via the notion of andragogy became very widely discussed and used. He also wrote popular works on self-direction and on groupwork (with his wife Hulda). His work was a significant factor in reorienting adult educators from 'educating people' to 'helping them learn'.

SOURCE: INFED.ORG

### Self-direction

About the same time that Knowles introduced andragogy, self-directed learning appeared as another model to help distinguish adult learners from children. Not only did Knowles indicate that self-directed learning is one of the key assumptions of adult learning, but he also contributed to the literature with his book **Self-Directed Learning: A Guide for Learners and Teachers** (1975). His book explains the concept and outlines how to implement it through learning contracts.

According to Knowles (1975), in its broadest sense, self-directed learning describes a process "... in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (p. 18).

Being self-directed signifies that adult students can and should be allowed to participate in evaluating their learning needs, planning and implementing

the learning activities, and evaluating those experiences. Knowles further stated that individuals can be assisted in becoming more self-directed when given appropriate learning tools, resources, experiences, and encouragement. For example, educators might provide assistance to individuals or groups of learners in locating resources or mastering alternative learning strategies. The learners would then seek out this assistance through technology or learning centers.

Knowles asserted three reasons for fostering self-direction. First, he argues that convincing evidence reveals that proactive learner, those who take the initiative in learning, learn more and learn better than passive or reactive learners, who wait to be taught by a teacher. "They enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do the reactive learners" (1975, p. 14). Next, self-directed learning parallels the natural processes of psychological development. "An essential aspect of maturing is developing the ability to take increasing

responsibility for our own lives –to become increasingly self-directed" (p. 15). Finally, many new developments in education place significant responsibility on the learner to take the initiative in their own learning. "Students entering into these programs without having learned the skills of self-directed inquiry will experience anxiety, frustration, and often failure, and so will their teachers" (p. 15).

Grounded in a humanistic philosophy, Knowles suggested that self-directed learning should have as its goal the development the learner's capacity to be self-directed. Knowles further noted that with the rapidity of change, the continuous creation of new knowledge, and an ever-widening access to information, it is no longer reasonable to define the purpose of education as simply transmitting what is known. Instead, the purpose must be to develop the skills of inquiry (p. 15). Being proactive and responsible for one's own learning underlie his model.

How one actually works through a self-directed learning experience has generated several process models. The earliest models, such as that suggested by Knowles (1975), presented a linear progression from diagnosing and formulating needs to identifying resources and learning strategies to evaluating outcomes. Knowles included numerous resources both for learners and teachers for completing each of the stages. The information on learning contracts and evaluation has proven to be most useful. Later models, such as those suggested by Jack Mezirow (1991), are more interactive. In addition to the learner, the context of the learning experience and the nature of the learning itself are also considered.

Source: *Andragogy, Adult Learning Theory*, by Gayla S. Keese. [teachinglearningresources.pbworks.com](http://teachinglearningresources.pbworks.com)

## 6 ASSUMPTIONS

**1 SELF-CONCEPT:** As people mature, they move from being a dependent personality towards being more self-directed.

**2 EXPERIENCE:** As people mature, they amass a growing set of experiences that provide a fertile resource for learning.

**3 READINESS TO LEARN:** As people mature, they are more interested in learning subjects that have immediate relevance to their jobs or personal lives.

**4 ORIENTATION TO LEARNING:** As people mature, their time perspective changes from gathering knowledge for future use to immediate application of knowledge. As such, adult learners become more problem-centered rather than subject-centered (Knowles, 1980).

**5 MOTIVATION TO LEARN:** As people mature, they become more motivated by various internal incentives, such as need

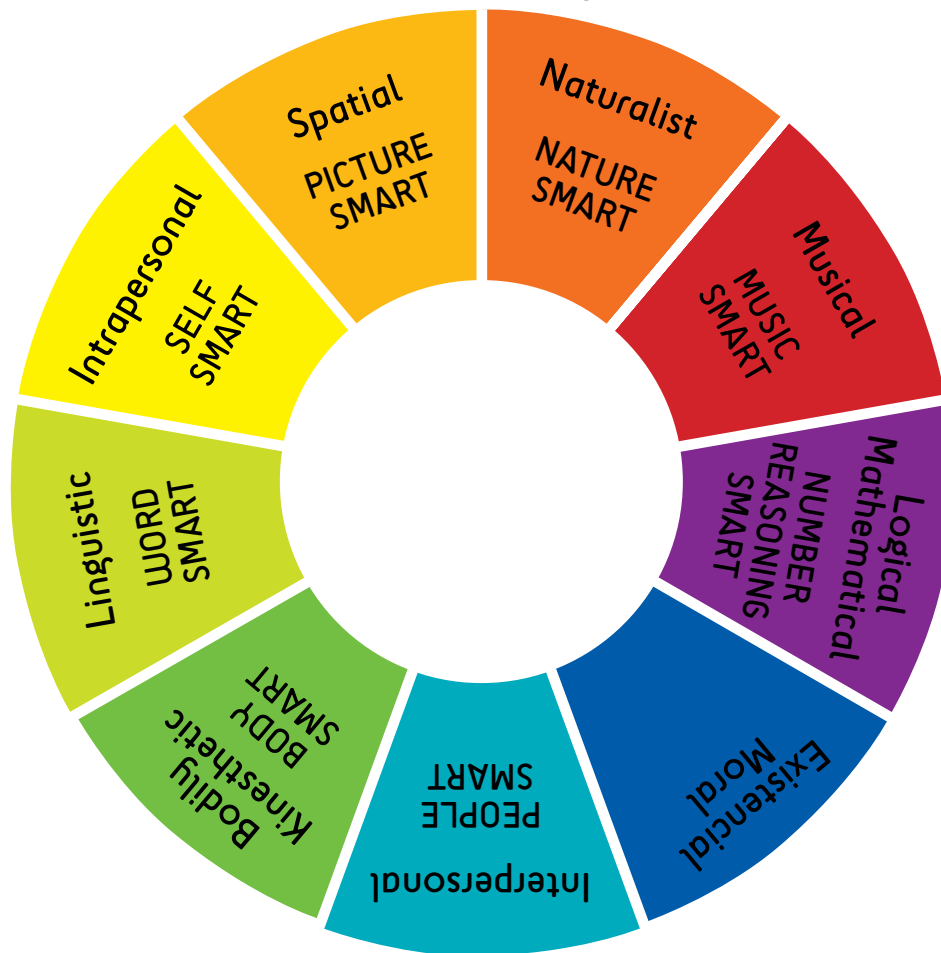
for self-esteem, curiosity, desire to achieve, and satisfaction of accomplishment.

**6 RELEVANCE:** As people mature, they need to know why they need to learn something (Knowles, 1984). Furthermore, because adults manage other aspects of their lives, they are capable of directing or, at least, assisting in the planning and implementation of their own learning.



# Nine ways of being smart

Howard Gardner's theory of multiple intelligences is a model of intelligence that differentiates it into specific "modalities", rather than seeing it as dominated by a single general ability.



**1 Naturalist Intelligence (Nature Smart).** Designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. It is also speculated that much of our consumer society exploits the naturalist intelligences, which can be mobilized in the discrimination among cars, sneakers, kinds of makeup, and the like.

**2 Musical Intelligence (Musical Smart).** Musical intelligence is the capacity to discern pitch, rhythm, timbre, and tone. This intelligence enables us to recognize, create, reproduce, and reflect on music, as demonstrated by composers, conductors, musicians, vocalist, and sensitive listeners. Interestingly, there is often an affective connection between music and the emotions; and mathematical and musical intelligences may share common thinking processes. Young adults with this kind of intelligence are usually singing or drumming to themselves. They are usually quite aware of sounds others may miss.

**3 Logical-Mathematical Intelligence (Number/Reasoning Smart).** Logical-mathematical intelligence is the ability to calculate, quantify, consider propositions and hypotheses, and carry out

complete mathematical operations. It enables us to perceive relationships and connections and to use abstract, symbolic thought; sequential reasoning skills; and inductive and deductive thinking patterns. Logical intelligence is usually well developed in mathematicians, scientists, and detectives. Young adults with lots of logical intelligence are interested in patterns, categories, and relationships. They are drawn to arithmetic problems, strategy games and experiments.

**4 Existential Intelligence.** Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

**5 Interpersonal Intelligence (People Smart).** Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Teachers, social workers, actors, and politicians all exhibit interpersonal intelligence. Young adults with this kind of intelligence are leaders among their peers, are good at communicating, and seem to understand others' feelings and motives.

**6 Bodily-Kinesthetic Intelligence (Body Smart).** Bodily kinesthetic intelligence is the capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing and the perfection of skills through mind-body union. Athletes, dancers, surgeons, and craftspeople exhibit well-developed bodily kinesthetic intelligence.

**7 Linguistic Intelligence (Word Smart).** Linguistic intelligence is the ability to think in words and to use language to express and appreciate complex meanings. Linguistic intelligence allows us to understand the order and meaning of words and to apply meta-linguistic skills to reflect on our use of language. Linguistic intelligence is the most widely shared human competence and is evident in poets, novelists, journalists, and effective public speakers. Young adults with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.

**8 Intrapersonal Intelligence (Self Smart).** Intrapersonal intelligence is the capacity to understand oneself and one's thoughts and feelings, and to use such knowledge in planning and directioning one's life. Intra-personal intelligence involves not only an appreciation of the self, but also of the human condition. It is evident in psychologist, spiritual leaders, and philosophers. These young adults may be shy. They are very aware of their own feelings and are self-motivated.

**9 Spatial Intelligence (Picture Smart).** Spatial intelligence is the ability to think in three dimensions. Core capacities include mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination. Sailors, pilots, sculptors, painters, and architects all exhibit spatial intelligence. Young adults with this kind of intelligence may be fascinated with mazes or jigsaw puzzles, or spend free time drawing or daydreaming.

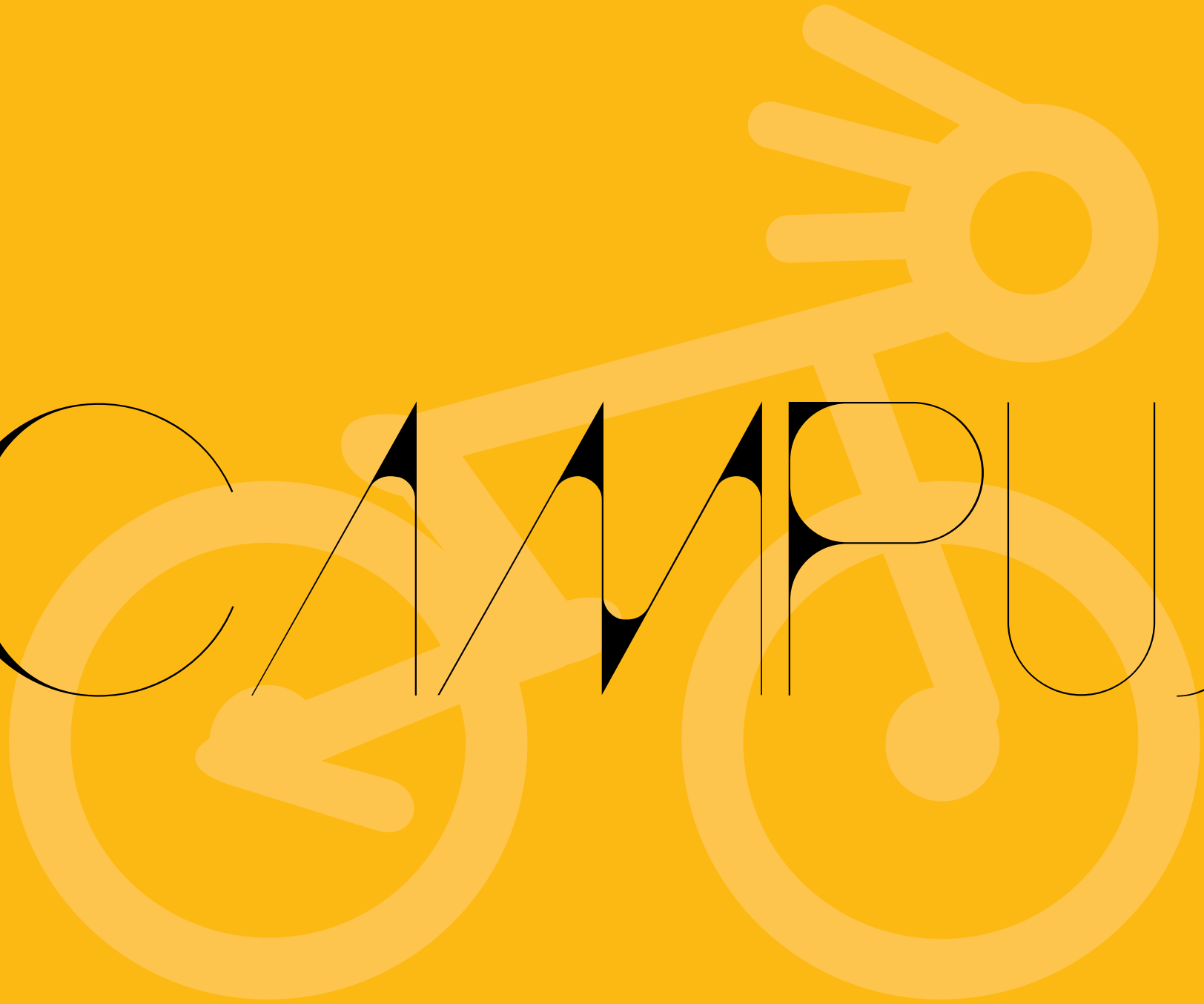
Source: [Wikipedia.org](http://Wikipedia.org); [skyview.vansd.org](http://skyview.vansd.org); *Overview of the Multiple Intelligences Theory*. Thomas Armstrong.com

## Frames of Mind

In his 1983 book "Frames of Mind: The Theory of Multiple Intelligences", Gardner articulated seven criteria for a behavior to be considered an intelligence. These were that the intelligences showed: potential for brain isolation by brain damage, place in evolutionary history, presence of core operations, susceptibility to encoding, a distinct developmental progression, the existence of savants, prodigies and other exceptional people, and support from experimental psychology and psychometric findings.

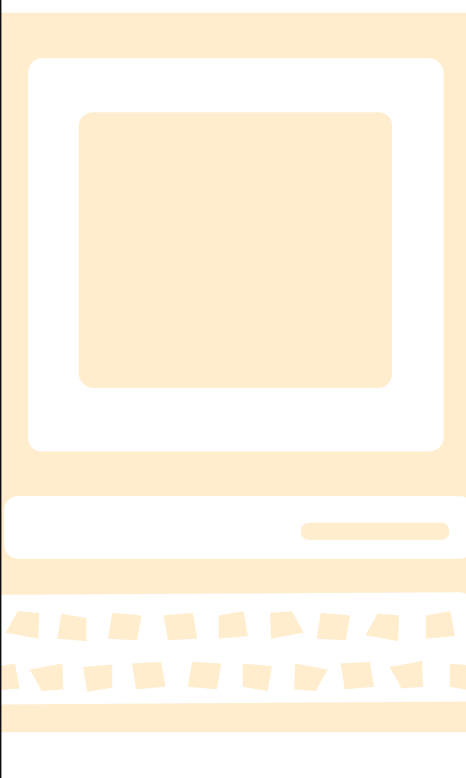
Gardner chose eight abilities that he held to meet these criteria: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. He later included existential and moral intelligence. Gardner opposes the idea of labelling learners to a specific intelligence. Each individual possesses a unique blend of all the intelligences and his theory of multiple intelligences should "empower learners", not restrict them to one modality of learning.

CAMPUS



# Why do it?

No longer considered the 'poor relative' of campus-based courses, distance learning degrees have rapidly evolved to become a major player in the higher education world.



**W**e're talking about learning while physically distant from the institution from which you're gaining an education. Student and teacher may be separated by country-lines and time zones and classmates will be based in different cities and possibly countries. Distance learning has enabled people to earn life-changing or career-enhancing degree courses from the convenience of their own home. The distance learning method suits a variety of people, those with families, who don't wish to relocate, those perhaps with disabilities, people for whom it is simply not affordable to attend full-time classroom degree courses or for any number of other reasons. But statistics show that there's one main reason for distance studying.

## Reason # 1: Study while you're working

Recent trends now indicate that businesses are encouraging more and more employees onto distance learning courses. They have noted the need for a better-educated workforce and are prepared to assist capable employees to improve their skills while still retaining them in the workplace.

Much of this is employee-driven. If you are in that position, suggest it to your boss, showing how it will benefit you and the organization in general.

One respondent says: "Employees can prove to employers that doing an online degree is just as intensive as doing an on-campus one. They should use it as a tool to explain to employers how dealing with current personal or professional obligations while doing a course online has honed them into a more capable, agile and dynamic professional."

Richard Wheatcroft agrees. "From an employer's point of view, not only did the student get an education, they got it in their own time and proved the work and lifestyle balance. They

have demonstrated their self-motivation. The concerns about distance learning these days have genuinely been dispelled."

## Simple & easy

Earning your degree with AIU is extremely enticing:

- **Work** on assignments when convenient for you
- **Study** at home or office
- **Access** multiple learning resources online any time you need them
- **Determine** the courses most relevant to you
- **Earn** credit for work experience gained through life long learning
- **Research** can be conducted at the AIU online library, which has full text access to **1600 journals and periodicals** amounting to **over 10 million full text sources**. This is a quick and convenient way to begin your research in any topic or area from your curriculum. Your program is primarily through independent study and research.

*Learn more: [www.aiu.edu](http://www.aiu.edu)*

# Bachelor of Project Management

## SCHOOL OF BUSINESS AND ECONOMICS

The Bachelor of Project Management (BA) program objective is to help students develop the knowledge, skills, and critical appreciation of innovation and project management needed to achieve a successful career in project based organizations. The Bachelor of Project Management (BA) program is offered online via distance learning. After evaluating both academic record and life experience, AIU staff working in conjunction with Faculty and Academic Advisors will assist students in setting up a custom-made program, designed on an individual basis. This flexibility to meet student needs is seldom found in other distance learning programs. Our online program does not require all students to take the same subjects/courses, use the same books, or learning materials. Instead, the online Bachelor of Project Management (BA) curriculum is designed individually by the student and academic advisor. It specifically addresses strengths and weaknesses with respect to market

opportunities in the student's major and intended field of work. Understanding that industry and geographic factors should influence the content of the curriculum instead of a standardized one-fits-all design is the hallmark of AIU's unique approach to adult education. This philosophy addresses the dynamic and constantly changing environment of working professionals by helping adult students in reaching their professional and personal goals within the scope of the degree program.

**IMPORTANT:** Below is an example of the topics or areas you may develop and work on during your studies. By no means is it a complete or required list as AIU programs do not follow a standardized curriculum. It is meant solely as a reference point and example. Want to learn more about the curriculum design at AIU? Go ahead and visit our website, especially the Course and Curriculum section:  
[www.aiu.edu/CourseCurriculum.html](http://www.aiu.edu/CourseCurriculum.html)

### Core Courses and Topics in Project Management

- Construction Technology
- Construction Science
- Residential Documentation
- Property Concepts
- Residential Design and Measurement
- Residential Valuation
- Property Economics
- Property Data Analysis
- Measurement and Estimating
- Financial Reporting
- Project Management
- Investment Evaluation
- Risk Management
- Project Administration
- Human Relations
- Property Law
- Feasibility Studies
- Leadership
- Quality Management
- Asset Management

### Orientation Courses

- Communication & Investigation (Comprehensive Resume)
- Organization Theory (Portfolio)
- Experiential Learning (Autobiography)
- Academic Evaluation (Questionnaire)
- Fundament of Knowledge (Integration Chart)
- Fundamental Principles I (Philosophy of Education)

- Professional Evaluation (Self Evaluation Matrix)
- Development of Graduate Study (Guarantee of an Academic Degree)

### Research Project in Project Management

- Bachelor Thesis Project
- MBM300 Thesis Proposal
- MBM302 Bachelor Thesis (5,000 words)

### Publication

Each Bachelor of Project Management graduate is encouraged to publish their research papers either online in the public domain or through professional journals and periodicals worldwide.

### Contact us to get started

We understand how busy adults do not have time to go back to school. Now, it's possible to earn your degree in the comfort of your own home and still have time for yourself and your family. The Admissions office is here to help you, for additional information or to see if you qualify for admissions please contact us. If you are ready to apply please submit your Online Application and paste your resume and any additional comments/questions in the area provided.

#### Online Application:

[www.aiu.edu/requestinfo.html?Request+Information=Request+Information](http://www.aiu.edu/requestinfo.html?Request+Information=Request+Information)

ABOUT US

# General Information

Atlantic International University offers distance learning degree programs for adult learners at the bachelors, masters, and doctoral level. With self paced program taken online, AIU lifts the obstacles that keep professional adults from completing their educational goals. Programs are available throughout a wide range of majors and areas of study. All of this with a philosophically holistic approach towards education fitting within the balance of your life and acknowledging the key role each individual can play in their community, country, and the world.

## Accreditation

While National Accreditation is common for traditional U.S. institutions of higher learning utilizing standard teaching methods, every country has its own standards and accrediting organizations. Accreditation is a voluntary process and does not guarantee a worthy education. Rather, it means an institution has submitted its courses, programs, budget, and educational objectives for review. AIU's Distance Learning Programs are unique, non-traditional and not accredited by the U.S. Department of Education. This may be a determining factor for those individuals interested in pursuing certain disciplines requiring State licensing, (such as law, teaching, or medicine). It is recommended that you consider the importance of National Accreditation for your specific field or profession.

Although Atlantic International University's individualized Distance Learning Degree Programs, are distinct from traditional educational institutions, we are convinced of their value and acceptance worldwide. Non-traditional programs are important because they recognize knowledge gained outside the classroom and incorporate a broader more comprehensive view of the learning experience. Many great institutions are unaccredited. We invite you to compare our programs and philosophy with traditional classroom-based programs to determine which is best suited to your needs and budget.

AIU has chosen private accreditation through the Accrediting Commission International (ACI), obtained in 1999. ACI is not regulated or approved by the US Department of Education. ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION. Note: In the U.S., many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept for transfer courses and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment.

AIU is incorporated in the state of Hawaii. As a University based in the U.S., AIU meets all state and federal laws of the United States. There is no distinction between the programs offered through AIU and those of traditional campus based programs with regards to the following: your degree, transcript and other graduation documents from AIU follow the same standard used by all U.S. colleges and universities. AIU graduation documents can include an apostille and authentication from the U.S. Department of State to facilitate their use internationally. Authentication from the U.S. Department of State is a process that will ultimately bind a letter signed by the U.S. Secretary of State (permanently with a metal ring) to your graduation documents.



## The AIU Difference

It is acknowledged that the act of learning is endogenous, (from within), rather than exogenous. This fact is the underlying rationale for "Distance Learning", in all of the programs offered by AIU.

The combination of the underlying principles of student "self instruction", (with guidance), collaborative development of curriculum unique to each student, and flexibility of time and place of study, provides the ideal learning environment to satisfy individual needs. AIU is an institution of experiential learning and nontraditional education at a distance. There are no classrooms and attendance is not required.

## Mission & Vision

**MISSION:** To be a higher learning institution concerned about generating cultural development alternatives likely to be sustained in order to lead to a more efficient administration of the world village and its environment; exerting human and community rights through diversity with the ultimate goal of the satisfaction and evolution of the world.

**VISION:** The empowerment of the individual towards the convergence of the world through a sustainable educational design based on andragogy and omniology.

## Organizational Structure

<b>Dr. Franklin Valcin</b> PRESIDENT/ACADEMIC DEAN	<b>Dr. José Mercado</b> CHIEF EXECUTIVE OFFICER	<b>Dr. Ricardo González</b> PROVOST
<b>Ricardo González</b> CHIEF OPERATION OFFICER	<b>Rosie Pérez</b> FINANCE COORDINATOR	<b>Sandra García</b> ADMISSIONS COORDINATOR
<b>Jaime Rotlewicz</b> DEAN OF ADMISSIONS	<b>Linda Collazo</b> STUDENT SERVICES COORDINATOR	<b>Rodrigo Cordero</b> REGISTRATION OFFICE
<b>Clara Margalef</b> DIRECTOR OF AIU	<b>Kingsley Zelee</b> IT COORDINATOR	<b>María Serrano</b> REGISTRATION OFFICE
<b>Ofelia Hernández</b> DIRECTOR OF AIU HAWAII	<b>Juan Pablo Moreno</b> OPERATIONAL COORDINATOR	<b>Christina Rivas</b> STUDENT SERVICES ASSISTANT
<b>Miqueas Virgile</b> IT DIRECTOR	<b>Jimmy Rivera</b> LOGISTICS COORDINATOR	<b>Veronica Amuz</b> ACCOUNTING ASSISTANT
<b>Edward Lambert</b> ACADEMIC COORDINATOR	<b>Amalia Aldrett</b> ADMISSIONS COORDINATOR	<b>Mario Cruz</b> ADMINISTRATIVE ASSISTANT
<b>Ariadna Romero</b> ACADEMIC COORDINATOR	<b>Alba Ochoa</b> ADMISSIONS COORDINATOR	<b>Yolanda Llorente</b> ADMINISTRATIVE ASSISTANT

<h3>School of Business and Economics</h3>		<h3>School of Social and Human Studies</h3>	
<p>The School of Business and Economics allows aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors to complete a self paced distance learning degree program of the highest academic standard.</p> <p>The ultimate goal is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.</p> <p>Degree programs are designed for those students whose professional</p>	<p>experience has been in business, marketing, administration, economics, finance and management.</p> <p><b>Areas of study:</b> Accounting, Advertising, Banking, Business Administration, Communications, Ecommerce, Finance, Foreign Affairs, Home Economics, Human Resources, International Business, International Finance, Investing, Globalization, Marketing, Management, Macroeconomics, Microeconomics, Public Administrations, Sustainable Development, Public Relations, Telecommunications, Tourism, Trade.</p>	<p>The School of Social and Human Studies is focused on to the development of studies which instill a core commitment to building a society based on social and economic justice and enhancing opportunities for human well being.</p> <p>The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public, nonprofit, and nongovernmental</p>	<p>organizations in an ever expanding global community.</p> <p>Degree programs are aimed towards those whose professional life has been related to social and human behavior, with the arts, or with cultural studies.</p> <p><b>Areas of Study:</b> Psychology, International Affairs, Sociology, Political Sciences, Architecture, Legal Studies, Public Administration, Literature and languages, Art History, Ministry, African Studies, Middle Eastern Studies, Asian Studies, European Studies, Islamic Studies, Religious Studies.</p>
<h3>School of Science and Engineering</h3>		<h3>Online Library Resources</h3>	
<p>The School of Science and Engineering seeks to provide dynamic, integrated, and challenging degree programs designed for those whose experience is in industrial research, scientific production, engineering and the general sciences. Our system for research and education will keep us apace with the twenty-first century reach scientific advance in an environmentally and ecologically responsible manner to allow for the sustainability of the human population. We will foster among our students a demand for ethical behavior, an appreciation for diversity, an understanding of scientific investigation,</p>	<p>knowledge of design innovation, a critical appreciation for the importance of technology and technological change for the advancement of humanity.</p> <p><b>Areas of Study:</b> Mechanical Engineering, Industrial Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Computer Engineering, Physics, Chemistry, Biology, Mathematics, Communications, Petroleum Science, Information Technology, Telecommunications, Nutrition Science, Agricultural Science, Computer Science, Sports Science, Renewable Energy, Geology, Urban Planning.</p>	<p>The AIU Online Library gives users instant access to more than 275 million records in 470 languages from 112 countries. The Library Resources include 130,000 books in e-format and over 15.9 million full text journals, articles, and periodicals. A new record is added very 10 seconds ensuring the research material available is at the cutting edge and keeping up our rapidly changing world.</p> <p>With access to a worldwide union catalog created and maintained collectively by more than 9,000 member institutions, students are assured an excellent research tool for their study programs. The AIU Online Library contains 108 million quality records, over 29,000 e-books, dozens of databases and more than 15.9 million full-text and full-image articles. Accessing over 60 databases and 2393 periodicals in full text you will be sure to find the information you need for your research project or assignment. Records exist for everything from stone tablets to electronic books, wax recordings to MP3s, DVDs and Web sites. Users will discover that many records are enriched with cover art, tables of contents, reviews, excerpts and other descriptive information. Records typically have library holdings information attached. Users can quickly evaluate relevance and decide if it's the correct resource.</p>	



# Education on the 21<sup>st</sup> century

# AIU Service

AIU is striving to regain the significance of the concept of education, which is rooted into the Latin “educare”, meaning “to pull out”, breaking loose from the paradigm of most 21<sup>st</sup> century universities with their focus on “digging and placing information” into students’ heads rather than teaching them to think.

For AIU, the generation of “clones” that some traditional universities are spreading throughout the real world is one of the most salient reasons for today’s ills. In fact, students trained at those educational institutions never feel a desire to “change the world” or the current status quo; instead, they adjust to the environment, believe everything is fine, and are proud of it all.

**IN A WORLD** where knowledge and mostly information expire just like milk, we must reinvent university as a whole in which each student, as the key player, is **UNIQUE** within an intertwined environment.

This century’s university must generate new knowledge bits although this may entail its separation from both the administrative bureaucracy and the faculty that evolve there as well.

AIU thinks that a university should be increasingly integrated into the “real world”, society, the economy, and the holistic human being. As such, it should concentrate on its ultimate goal, which is the student, and get him/her deeply immersed into a daily praxis of paradigm shifts, along with the Internet and research, all these being presently accessible only to a small minority of the world community.

AIU students must accomplish their self-learning mission while conceptualizing it as the core of daily life values through the type of experiences that lead

to a human being’s progress when information is converted into education.

The entire AIU family must think of the university as a setting that values diversity and talent in a way that trains mankind not only for the present but above all for a future that calls everyday for professionals who empower themselves in academic and professional areas highly in demand in our modern society.

We shall not forget that, at AIU, students are responsible for discovering their own talents and potential, which they must auto-develop in such a way that the whole finish product opens up as a flower that blossoms every year more openly.

**THE AIU STANCE** is against the idea of the campus as a getaway from day-to-day pressure since we believe reality is the best potential-enhancer ever; one truly learns through thinking, brainstorming ideas, which leads to new solutions, and ultimately the rebirth of a human being fully integrated in a sustainable world environment. Self-learning is actualized more from within than a top-down vantage point, that is to say, to influence instead of requesting, ideas more than power. We need to create a society where solidarity, culture, life, not political or economic rationalism and more than techno structures, are prioritized. In short, the characteristics of AIU students and alumni remain independence, creativity, self-confidence, and ability to take risk towards new endeavors. This is about people’s worth based not on what they know but on what they do with what they know.

*Read more at: [aiu.edu](http://aiu.edu)*

AIU offers educational opportunities in the USA to adults from around the world so that they can use their own potential to manage their personal, global cultural development. The foundational axis of our philosophy lies upon self-actualized knowledge and information, with no room for obsolescence, which is embedded into a **DISTANCE LEARNING SYSTEM** based on **ANDRAGOGY** and **OMNIOLOGY**. The ultimate goal of this paradigm is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

This will become a crude reality with respect for, and practice of, human and community rights through experiences, investigations, practicum work, and/or examinations. Everything takes place in a setting that fosters diversity; with advisors and consultants with doctorate degrees and specializations in Human Development monitor learning processes, in addition to a worldwide web of colleagues and associations, so that they can reach the satisfaction and the progress of humanity with peace and harmony.

### Contact us to get started

Now, it’s possible to earn your degree in the comfort of your own home. For additional information or to see if you qualify for admissions please contact us.

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### Online application:

[www.aiu.edu/apply3\\_phone.aspx](http://www.aiu.edu/apply3_phone.aspx)